

Early Years Foundation Stage Long Term Plan 2019.2020

Aims of the Early Years Foundation Stage:

In the EYFS setting at Aston St Mary's Primary School we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching children to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting a culture that learns through mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions differ to their own.
- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective quality learning opportunities in a range of environments, inside and outside.

The Early Years Foundation Stage framework

Teaching in the EYFS setting at Aston St Mary's Primary School is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage'. This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates.'

Our curriculum is centred on 3 prime areas of learning:

1. Communication and Language.
2. Physical Development
3. Personal, Social and Emotional Development

We also provide activities and experiences through four specific areas which strengthen the prime areas. These are:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning. All Areas of Learning and Development are given equal weighting and value.

Active Learning through Play

At Aston St Mary's Primary School we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play. We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts. In the EYFS setting at Aston St Mary's Primary School, practitioners provide both structured and open play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding. In providing these active learning opportunities through play we understand the central position of play within the EYFS framework. This is essentially a play based curriculum and pedagogy as the provision of play opportunities underpins its delivery within settings.

Long Term Plan

Careful consideration is given to which themes, stories and experiences enthuse our children and produce the most powerful learning; while remaining flexible enough to respond to children's interests. The topics we introduce are starting points for the children's play and learning and we are keen to develop topics following the children's interests, ideas and learning needs. The topics that we cover are very flexible and interest driven by the children we have in the setting. There are a lot of topic linked learning opportunities available during the Child Initiated time, but the children are also able to access other resources if their interests and learning take them in other directions. Potential topics have been mapped against expected learning outcomes to ensure curriculum coverage.

***Key events and religious festivals will be planned for throughout the year as they occur, these include: Harvest, Diwali, Bonfire Night, Remembrance Day, Christmas, Chinese New Year, Mothering Sunday and Easter.**

EYFS Long Term Planning: Shackadell

Themes		Characteristics of effective learning		Playing and Exploring		Active Learning		Creating and thinking critically	
		Learning and Development		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unique Child	Display children's names	PRIME AREAS	Personal, Social and Emotional Development	Making Relationships	Developing confidence to try new activities, and say why they like some activities more than others. Confident to speak in a familiar group, will talk about own ideas, and will choose the resources needed for a chosen activities. Can say when they do or don't need help. Talk about how they and others show feelings, talk about own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Learn to work as part of a group or class, and understand and follow the rules. Adjust behaviour to different situations, and accept changes of routine.				
	Self Confidence and Self awareness								
	Managing feelings and behaviour								
Positive Relationships	Celebrate Birthdays		Physical Development	Moving and Handling	Moving safely in a space in different ways. Balancing, jumping off and using climbing equipment, wheeled toys, changing speed & direction. Rolling, throwing, catching, and kicking. Developing fine motor skills - pencil & scissor grip and control, manipulating objects, tools, construction, malleable materials. Using a dominant hand to form recognisable letters, mostly correctly formed. Developing independence with toileting, hand washing, dressing. Recognising danger and developing awareness of safety. Knowing the importance of a healthy diet and physical exercise.				
	'Learning Journeys'			Health and Self Care					
	Children's ideas, activities and interests			Communication and Language					
Enabling Environments	Key worker groups	Understanding							
		Speaking							
		Literacy	Reading	Phonics 'Letters and Sounds' Phase 1: Sound discrimination ' environmental, body, voice & instrumental sounds, rhythm & rhyme, alliteration, oral blending & segmenting. Phase 2 & 3: learning letter names, phonemes, blend and segments CVC words, read and write simple sentences in meaningful contexts. Reading and writing own name, labels and captions using phonetically plausible attempts. Read and write some irregular words. Texts include: nursery rhymes, stories, traditional stories, fairy stories and non-fiction.					
Writing									
Enabling Environments	Indoor and outdoor	Maths	Numbers	Recognising and ordering numbers to 20. Counting reliably to 20. Counts actions or objects which cannot be moved. Counts an irregular arrangement of up to ten objects. Estimating, saying 1 more, 1 less, addition, subtraction, recording using marks, doubling, halving and sharing.					
			Shape, Space and measure						Select, name and describe 2d and 3d shapes. Positional language, ordering objects by height, weight, capacity and length. Create and describe simple patterns. Using everyday language linked with time and money.

resource enhancements		Understanding of the World	People and Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.					
				Discovery RE Theme: special people	UC Core concept: Incarnation Why do Christians perform nativity plays at Christmas? Religion: Christianity	Discovery RE Theme: celebrations How do people celebrate? Religion: Hinduism	UC Core concept: Salvation Why do Christians put a cross in an Easter garden? Religion: Christianity	UC Core concept: God Creation Why is the word 'God' so important to Christians? Religion: Christianity	Discovery RE Theme: story time What can we learn from stories? Religion: Buddhism, Christianity, Islam, Hinduism, Sikhism
				Harvest	Bonfire Night Remembrance Day Diwali	Chinese new year	Mothering Sunday		
				The World					
			Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.						
			Seasons/ Weather						
			Ourselves, parts of the body, our school, light and dark, colour, Materials, growing, plants and food,						
			Technology						
			Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes including Laptops, beebots, iPads, Learning apps, photos, videos and microphone. Purple mash is used to teach laptop skills.						
			Expressive Arts and Design						
Exploring and using media and materials			Songs and dances. Exploring instruments. Colouring mixing. Exploring textures. Model making.						
Being Imaginative			Design and technology, art, music, dance, acting out a role play, stories						